

**ESTABLISHMENT OF COMMUNITY KNOWLEDGE CENTRE TO
INDIGENEOUS HUNTER - GATHERER COMMUNITIES, MBULU
DISTRICT TANZANIA**

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**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS IN
COMMUNITY ECONOMIC DEVELOPMENT OF THE OPEN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the senate of the Open University of Tanzania a dissertation titled: *“Establishment of Community Knowledge Centre to Indigenous Hunter - Gatherer Communities Mbulu District, Tanzania”* in partial fulfillment of the requirements for the degree of masters in Community Economic Development (MCED) of the Open University of Tanzania.

.....

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.....

Date

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.....

Dismas Partalala Meitaya

.....

Date

DEDICATION

I dedicate this work to my family and my parents for their love and patience throughout the stages of development of this research work, without their tolerance this study might not have been completed.

ACKNOWLEDGEMENTS

I am very grateful to my GOD for the opportunity, his love, care and protection he had provided to me throughout my study period.

Special thanks to resident of mongo wa Mono village in Mbulu District, Manyara Region, for trusting me and for their mutual collaboration in sharing ideas and experience during the process of data collection and during implementation of this project.

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ABSTRACT

This research project was all about establishing a Community Knowledge Centre (CKC) to Indigenous hunter gatherer of Mongo wa Mono and Domanga. Establishment of the CKC was a result of the Community Needs Assessment (CNA) which found that communities of indigenous hunter gatherer had inadequate knowledge and that they cannot socially and economically progress without having it. The CNA results revealed that majority have little knowledge on primary health care, governance, improved agriculture methods, environmental conservation, land use planning and management. Implementation of the project involved various stakeholders. UCRT is mainly involved in construction of the CKC building through soliciting funds from donors, communities gave up their land, Mbulu council is involved in provision of extension staff who will be tutors. Actual implemented activities include; six mobilization and sensitization meetings, training on sustainable livelihood land use planning, primary health care and entrepreneurship. To date 90 community members have trained. A project site has been identified and beacons placed on it. Monitoring of the project activities has been mainly done through reflection meetings. First major evaluation of the project is expected to be done after three years since inception. Evaluation will be done in every three years after the first has been done. Sustainability of the project was carefully checked from various perspectives such as financial, technical and political. Conclusively, establishment of the CKC will to a greater extent change the traditional way of living of communities in the project area and thus provide alternative livelihood to them. However, to attain this sensitization and mobilization strategies needs to be maintained. All stakeholders should also fulfill what their obligated to.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
ABSTRACT	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
LIST OF ABBREVIATIONS	xvii
CHAPTER ONE	1
1.0 COMMUNITY NEEDS ASSESSMENT	1
1.1 Introduction/Background Information	1
1.2 Mongo wa Mono and Domanga villages Community Profile	2
1.2.1 Local and Administrative Area	3
1.2.2 Situation and Status of Social Services	4
1.2.3 Economic Activities	5
1.3 Community Needs Assessment	5
1.3.1 Objectives of Community Needs Assessment	6
1.3.2 Community Need Assessment Questions	6
1.3.3 Community Needs Assessment Methodology	7
1.3.3.1 Research Design.....	7

1.3.3.2 Sampling Techniques	8
1.3.3.3 Data Collection Methods.....	9
1.3.3.4 Data Analysis	10
1.4 Community Need Assessment Findings	11
1.4.1 Participant Observation	11
1.4.2 Focus Group Discussion.....	12
1.4.3 Semi-structured Questionnaire Results	14
1.4.3.1 Respondents' Profile	14
1.4.3.2 Sex of the Respondents	15
1.4.3.3 Age Distribution of Respondents	15
1.4.3.4 Education Level of the Respondents	16
1.5 Main Findings	17
1.5.1 Social Services Availability and Affordability	17
1.5.2 Knowledge on Various Community Development Issues	20
1.5.3 Community Challenges	21
1.6 Community Needs Prioritization.....	21
1.7 Conclusion and Recommendations	23
1.7.1 Conclusion.....	23
1.7.2 Recommendations	23
CHAPTER TWO	24
2.0 PROBLEM IDENTIFICATION	24
2.1 Background to the Research Problem	24
2.2 Problem Statement	25
2.3 Project Description	26

2.3.1 Target Community	26
2.3.2 Stakeholders	27
2.3.3 Project goal.....	27
2.3.4 Project Objectives	27
2.4 Host Organisation/CBO Profile	27
2.4.1 Introduction	27
2.4.2 Vision.....	28
2.4.3 Organisational Structure.....	29
2.4.4 Mission	30
2.4.5 Organization Goal.....	30
2.4.6 Core Values	30
2.5 Target Groups and Beneficiaries	31
2.6 Programmes and Projects	32
2.7 UCRT core Activities	32
2.7.1 Land Rights Activities	32
2.7.2 Community Natural Resource Management.	32
2.7.3 Community Capacity Building	33
2.7.4 Lobbying and Advocacy.....	33
2.7.5 Education Support	33
2.7.6 Institutional Capacity Building.....	34
2.7.7 Coverage	35
2.8 Strengths and Weaknesses.....	35
CHAPTER THREE	36
3.0 LITERATURE REVIEW.....	36

3.1	Introduction	36
3.2	Theoretical Literature Review	36
3.2.1	Community Capacity Building Defined	36
3.2.2	Underlying Principles of Community Capacity Building	38
3.3.3	Meaning of a Community Knowledge Centres (CKCs)	38
3.3.4	Objectives of Community Knowledge Centers	39
3.3.4	Purposes of Community Knowledge Centre	40
3.4	Socio-Cultural Constructionism Theory	40
3.4.1	Socio-cultural Constructionism	40
3.4.2	Asset-Based Community Development Theory	41
3.4.3	Empowerment Theory	42
3.5	Empirical Literature Review	43
3.5.1	The Needs for Establishment of Community Knowledge Centres in Africa	43
3.5.2	The Need for Establishment of Community Knowledge Centres in Tanzania .	45
3.5.3	Challenges Facing Community Knowledge Centres	46
3.6	Policy Reviews	46
3.6.1	The Policy Framework Review and Compliance of the Project with Policies .	46
	CHAPTER FOUR	50
4.0	PROJECT IMPLEMENTATION	50
4.1	Introduction	50
4.2	Products and Outputs	51
4.3	Project Planning	52
4.3.1	Implementation Plan	52
4.3.2	Inputs	55

4.3.3 Staffing Pattern.....	58
4.3.4 Project Implementation Budget.....	58
4.4 Project Implementation	58
4.4.1 Project Implementation Report	58
4.4.2 Project Planning and Design	58
4.4.3 Sensitization and Resource Mobilization Meetings.....	59
4.4.4 Capacity Building	59
4.4.5 Training Materials and Facilities	59
4.4.6 Construction of the Community Knowledge Centre.....	60
CHAPTER FIVE.....	61
5.0 PARTICIPATORY MONITORING, EVALUATION AND	
SUSTAINABILITY.....	61
5.1 Introduction	61
5.2 Participatory Monitoring and Evaluation	61
5.2.1 Monitoring	61
5.2.2 Evaluation	63
5.3.2 Techniques for PM&E	64
5.3.3 Monitoring Methodology	65
5.3.4 Monitoring Tools.....	65
5.2.5 Reflection Meetings	65
5.2.6 Monitoring Indicators.....	65
5.3.7 Management Information System (Monitoring and Evaluation Plan)	66
5.4 Project sustainability	66
5.4.1 Community Sustainability	68

5.4.2 Technical Sustainability	68
5.4.3 Financial Sustainability	69
5.4.4 Political Sustainability	69
5.3.5 Environmental Sustainability	70
5.3.6 Economic Sustainability	70
5.4 Conclusion	70
CHAPTER SIX	71
6.0 CONCLUSION AND RECOMMENDATION	71
6.1 Introduction.....	71
6.2 Conclusions.....	71
6.3 Recommendations	72
REFERENCES.....	74
APPENDICES	79

LIST OF TABLES

Table 1: Sample Distribution	8
Table 2: Focus Group Discussion	13
Table 3: Satisfaction on Quality and Quantity of Primary Education Provision	18
Table 4: Access to Health Care Facilities	18
Table 5: Satisfaction on Quality and Affordability of Health Services	19
Table 6: Prioritization through Pairwise Ranking Method	22
Table 7: Problem Ranking	24
Table 8: Strengths and Weaknesses	34
Table 9: Empowered Processes Across Levels of Analysis	43
Table 10: Implementation Plan	53
Table 11: Project's Logical Framework.....	54
Table 12: Major Project Inputs	55
Table 13: Project Budget.....	56
Table 14: Actual Implemented Activities	57
Table 15: Monitoring Summary.....	67

LIST OF FIGURES

Figure 1: Focus Group Discussion with Community Leaders	9
Figure 2: Sex of Respondents	15
Figure 3: Age Distribution of Respondents	16
Figure 4: Education Level of the Respondents	17
Figure 5: Access to Protected Water Sources	19
Figure 6: Knowledge on Development Issues	20
Figure 7: Community Challenges	21

LIST OF APPENDICES

Appendix I: Observation Check List.....	79
Appendix II: Focus Group Discussion Guide	80
Appendix III: Interview Guide: Semi-structured Questionnaire.....	81
Appendix IV: Community Mobilization at Domanga Village.....	85

LIST OF ABBREVIATIONS

AIDS	- Acquired Immune Deficiency Syndrome
CAN	- Community Needs Assessment
CED	- Community Economic Development
ALIN	- Arid Lands Information Network
BA	- Beneficiary Assessment
CBO	- Community Capacity Building
CD ROMs	- Compact Disc-Read Only Memory
CKC	- Community Knowledge Centre
CT	- Carbon Tanzania
DED	- District Executive Director
DEO	- District Education Officer
FAO	- Food Agriculture Organisation
FGD	- Focus Group Discussion
HIV	- Human Immunodeficiency Virus
ICTs	- Information and communication technologies
LGRP	- Local Government Reform Programme
M&E	- Monitoring and Evaluation
MDC	- Mbulu District Council
MESS	- Mpango wa Elimu Shule za Sekondari
MKUKUTA	- Mkakati wa Kukuza Uchumi na Kupunguza Umazikini Tanzania
MKURABITA	- Mpango wa Kurasimisha Rasilimali na Biashara za Wanyonge Tanzania

N/A	- Not Applicable
NGOs	- Non-Governmental Organisation
PM&E	- Participatory Monitoring and Evaluation
PRA	- Participatory Rural Appraisal
SIDO	- Small Industries Development Organisation
SPILL	- Strategic Implementation for Land Law
SPSS	- Statistical Package for Social Sciences
UCRT	- Ujamaa Community Resource Team
URT	- United Republic of Tanzania
VEO	- Village Executive Officer
VETA	- Vocational Education and Training Authority
WEO	- Ward Executive Officer

CHAPTER ONE

1.0 COMMUNITY NEEDS ASSESSMENT

1.1 Introduction/Background Information

Needs assessment exercise among indigenous hunter – gatherer communities of Domanga and Mongo wa Wono villages in Mbulu District was conducted with primary objective of knowing the challenges they are facing and ways forward in addressing them . A well chosen set of participatory methods and various tools were deployed to get the information from the community specifically in relation to the project.

The Community Needs Assessment (CAN) was done in collaboration with Ujamaa Community Resource Team (UCRT) registered NGOs formed in 1998 with main objectives of strengthening the capacity of local ethnic minorities in northern Tanzania, principally pastoralists and hunter-gatherers such as the Maasai, Barabaig, Akie (Dorobo), Sonjo and Hadzabe, to better control, manage and benefit from their lands and natural resources. CNA involved community leaders and community members in identifying the needs and status of a community and to develop initiatives to address the needs brought forward by assessment process. Data were obtained from both primary and secondary sources.

In primary data collection methods applied were Interviews, Focus Group Discussion and Direct Observation. The instruments used in interview were semi structured questionnaire. Collection of secondary data was done through reviewing information

from various books, journals and internet visits. The community need assessment was conducted in two stages. Stage one was conducted prior the project formulation with purpose of getting information for the project design. This was done mainly using meetings and focus discussions with village leaders and traditional leaders. In the second stage the whole community was involved and detailed data and survey were used. Results obtained from both stages were the basis of writing of the problem statement.

1.2 Mongo wa Mono and Domanga villages Community Profile

The Hadzabe are a hunter-gatherer community living in a ridge system between the open Yaeda Valley and the Lake Eyasi Basin in Mbulu District of Manyara Region. They also live in Iramba District in Singida Region and Meatu District in Shinyanga. Their population is said to be no more than 1,500 and they are consequently a community of people facing the threat of extinction.

Hadzabe land is mostly woodland with Baobab trees. Baobab trees have traditionally been important as water reservoirs during dry season. Traditionally women and children gather and forage near the camps while the men spend more time hunting wild animals and gathering further afield.

The Hadzabe community livelihood depends on natural resources such as berries, tubers, baobab fruits, honey and many wild animals for food. The existing relationship between their lifestyle integrated with nature is continuing to face severe threats due the changes in policies, population pressure, and outside intrusions.

1.2.1 Local and Administrative Area

Mongo wa Mono and Domanga villages cover a total area of 46,800 ha (468 km²) in Northern Tanzania, in Yaeda chini ward of Mbulu District of Manyara Region. It's bordered by Matala and Dumbechand villages in Lake Eyase (Karatu District) to the north, Yaeda Chini and Eshkesh villages of Mbulu District to the south, Endanyawish of Karatu District to the East and Munguli village of Iramba district of Singida Region to the West. The areas it connected by the three different direction gravel roads 80km to Mbulu (District head quarter), 68 km to Hydom (area division) and 120 km to Mang'ola division.

Mongo wa Mono and Domanga village was established in 1986 earmarked for the Hadzabe who traditionally lived in small camps of 20-40 households and are living over a scattered land in the sun villages of Mongo wa Mono, Sanola, Namba Sita, Ukumaku, Endajachi and Domanga. After the village demarcations of Yaeda chini ward, Domanga and Mongo wa Mono village earmarked for the Hadzabe. However, in the village today there are other ethnic groups particularly Datoga who are pastoralists. A land use plan, developed by the villages divides the area into seven land use zones each designated as one of three land use types: housing and farming, grazing, and protected areas.

(a) Population

In 2002 national census, the total population for Domanga and Monga wa mono were 2,852 of which 1,533 were female and 1319 are male. According to the Mongo wa Mono and Domanga village records on maize distribution by the Government to

vulnerable communities 2010-2011, the population of communities stand at 3,250 people.

(b) Climate

Domanga and Mongo wa Mono experiencing semi-arid climates that receive approximately annual rainfall of 400 mm and 650 mm annually. The long rainy season occurs from March to mid-May and the short rainy period occurs from November to December. The climate is not favorable enough to support extensive agriculture particularly for long term crop. However, short term crops and drought resistant crops such as cassava, potatoes, and beans can do well in some time. The climate is favorable for livestock husbandry such as cattle, sheep, goats, donkeys and chicken.

1.2.2 Situation and Status of Social Services

(a) Primary school

Due to nomadic lifestyle of Hadzabe the government established, Boarding primary school at Endamaghang in Mang'ola Karatu District and Yaeda Chini boarding primary school so as to attract children from the Hadzabe community to use the facilities. However, the number of children from the Hadzabe who go to Yaeda Chini boarding school is only 7 according to school academic teacher.

(b) Secondary school

There is one Ward Secondary School which constructed by communities and government MESS programme since 2009. Number of hunter gather kids attending secondary school is 29 all are supported by local NGOs, Ujamaa Community

Resource Team, in different school within and outside the district (UCRT report 2011).

(c) Health

No any available dispensary in the village. The major health service is through HYDOM HOSPITAL mobile clinic and available vehicle on emergency call via radio which situated at all village centers. Traditional medicine from local herbs remains the major source for treatment.

(d) Water supply

There are two improved boreholes equipped with hand pump, one water rain harvesting tanks and one non- improved water sources. Baobab trees have traditionally been important as water reservoirs during dry season for the hunter gather communities.

1.2.3 Economic Activities

The main economic activities in the area are that of hunter gather and pastoralist. 1960s government initiated settlement scheme for the purpose of transforming Hadzabe traditional economic of nomadic hunting and gathering and make them sedentary and participate in Agriculture, and become self – sufficient in food production. The sedentary agriculture plan fail as hadza refuse and left the area and went back to the bush.

1.3 Community Needs Assessment

Prior to initiation of the exercise a number of steps were inevitable for smooth facilitation of the task. Initial discussion with village leadership to requested

conducting a CNA and engaged in research project activities. The village leaders agreed and I started meeting community members. The assessment was successful conducted based on the appropriate use of research design, research method and tools employed in conducting the information. A good cooperation was shown from all parties that contributing to successful completion of this research project.

1.3.1 Objectives of Community Needs Assessment

The overall objective of the Community Needs Assessment was to establish Community Knowledge Centre (CKC) to indigenous hunter-gatherer communities in Mongo wa Wono and Domanga village that will serve as community change agent for community development.

Specifically the Community Needs Assessment was carried out to;

- (i) To identify availability of social services in the study area
- (ii) To assess the level of awareness of the community on important developmental issues such as land use plan, agriculture, environment and primary health care.
- (iii) To identify various challenges indigenous hunter-gatherer communities of Domanga and Mongo wa Wono are facing and suggest solutions to address them.

1.3.2 Community Need Assessment Questions

Community Need Assessment was guided by the following main questions;

- (i) What is the status of the social services available in the area?
- (ii) What is the knowledge of community on important development issues such as governance, land use plan, agriculture, environment and primary health?

- (iii) What are the challenges facing indigenous hunter-gatherer communities in the study area and how those challenges are addressed?

1.3.3 Community Needs Assessment Methodology

Community Needs Assessment (CNA) was done with a specific goal of identifying the assets of a community and determines potential concerns that it faces. Different participatory methods ranging from Focus Group Discussion and Interview were done purposefully to the important stakeholders. These interviews were further substantiated by secondary data. Random questions were used to solicit more information and consensus was reached on key issues like what they real think to be situation.

1.3.3.1 Research Design

A cross-section research design was used during this survey. The method is flexible in its sampling process and it involves an in-depth examination of a single instance or event. It involved asking questions to representative sample of the population at a single point in time where instruments like Interviews, FGD and direct observation were used. SPSS frequency tabulations were used in analyzing data.

The survey was carried out in Domanga and Mongo wa Mono villages, Yaeda Valley Ward in Mbulu District. The decision to choose the project area was guided by the reasons that the researcher is familiar with the area and currently is working with UCRT an NGO working with indigenous hunter – gatherer and pastoralist communities in the area.

1.3.3.2 Sampling Techniques

The sample size of the survey was 62 respondents administered with interview. The sample was chosen through both purposive sampling and simple random techniques. Purposive sampling was employed to get community leaders, traditional leaders and Representatives of UCRT and Carbon Tanzania respectively. Community members were selected using simple random method.

Table 1: Sample Distribution

Categories of Respondents	Number
Community Leaders	10
Traditional Leaders	10
Representative of UCRT	1
Representative of CT	1
Community Members	40
Total	62

Source: Researcher's Own Construction, (2012)

Three Focus Group Discussions (FGD) were conducted with different segments of respondents' that is community leaders, traditional leaders and community members. Ten (10) people for each group were purposively selected. At the end of a joint group discussion, few members were invited to sum up their priorities. Time, date and location for each focus group discussion was set i.e. Two hours (2hrs) each. The discussions were documented in writing by one selected member during the discussion.

Potential biases

Collection of reliable and valid information in any survey depends very much on the type of questions asked. To frame questions that are valid and reliable measures what you want to know and to avoid things that diminish these qualities so as to get responses from the respondents could turn out to be a challenging job. However, clear, coherent questions were set with interesting and appropriate response choices to prompt accurate and consistent responses were obtained throughout the survey.

1.3.3.3 Data Collection Methods

(a) Focus Group Discussion

Focus Group Discussion was used to get opinion of the community members. Unlike the Interview that focused mainly to know the status of the community in the area, FGD was done to assess perceptions of the community members in the study area on challenges they are facing and the suggested ways to solve them using resources that are locally available.



Figure 1: Focus Group Discussion with Community Leaders
Source: Researcher, (2012)

The FGD was then undertaken to get information on factors affecting the livelihoods of indigenous hunter-gatherer and pastoralist communities in the area. Besides the study identified strengths, weakness and opportunities that can be used for better improvement of the project implementation.

(b) Interviews

Interviews were conducted to exploit primary information from all groups of respondents. In order to remain focused and carefully controlled, Interviews were facilitated by the use of semi-structured questionnaires.

(c) Participants Observation

Under this technique field visit were made to assess real situation in the study area. This method was combined with discussion with key informants. This enabled the researcher to supplement what was stated in the interview by respondents and on the other hand, community members to see and make their own value decision on issues relating their environment and their livelihoods.

(d) Secondary Data Collection

Data was collected from secondary source as well. The main sources for the secondary data were from various journals, UCRT and CT documents and reports, research records, village records, case studies, books, leaflets and relevant dissertations.

1.3.3.4 Data Analysis

In general terms data analysis entails a number of closely related operations which are performed with purpose of summarizing and organizing data in such manner that

they answer research questions or hypotheses, Kothari (1990). Statistical Package for Social Sciences (SPSS) software was used to analyze data obtained from the use of semi-structured questionnaire.

Furthermore content analysis technique was used to analyze qualitative data and information obtained from other methods of data collection. The component of the verbal discussion was analyzed in detail with the help of the content analysis method. Recorded conversation was broken down into smallest meaningful units of information. These were later being useful in ascertaining values and respondents' attitude.

1.4 Community Need Assessment Findings

1.4.1 Participant Observation

In this method, more accurate information was collected on the general status of the community, peoples' knowledge and behaviour characteristics. Generally, participant observation yielded the following findings:

- (i) There is rapid land use change from predominantly *Acacia-Commiphora* woodland to a form of slash and burn agriculture. The encroachment originates from outside the villages of Mongo wa Mono and Domanga, especially from neighbouring villages of Eshkesh and Yaeda Chini, but mostly from more densely populated areas such Meatu District, Mbulu District and Karatu District.
- (ii) There are remaining obstacles in provision of social services. A good proportion of the indigenous hunter-gatherer communities are living far from health centres. There are long distances, inadequate and unaffordable transport systems and poor quality of health care. There is increase in quantities aspects in primary

education but the challenge remain in retention, quality, performance and gender equity. Access to water in the area is low. Households living far from village centres are the most victims of the problem.

- (iii) There is low community knowledge on issues relating to well being of their society. Observation noted that majority have little knowledge on primary health care, governance, improved agriculture methods, environmental conservation, land use planning and management. In regard to this, the study noted conflicts on land use among members of the community.

1.4.2 Focus Group Discussion

Focus group discussion was conducted to selected groups in the community. The objective was to establish elements that triggered the status of the community, social services, knowledge, challenges they are facing and other details of the community. Findings from the focus group are presented in the following table which include what each group said in each subtheme.

The findings from the Focus Group Discussions can be summarised as follows;

- (i) There is a problem on social services quality. Provision is also low. There is improvement on primary education enrolment and classrooms construction. On the other hand primary education provision is still facing problems of inadequate facilities, human resource and poor performance at standard VII. Access to safe and clean water in the area is problem. Proximity to access to safe and clean water is good to majority of households in village centres.

Health facilities in the study area were perceived as poor quality service provision facilities by the majority. Discussants complained on long waiting times and shortage of drugs.

Table 2: Focus Group Discussion

Sub-theme	Opinions of the Selected Groups		
	Community Leaders	Traditional Leaders	Community Members
Social Services	Provision of social services has been improved if it has to be compared to the past ten years more specifically on primary education.	Access to clean and safe water is still a big problem. Provision of Health services is of poor quality and far from premises.	Services are the poor quality and difficultly accessed. Schools have no facilities and teachers. No reliable access to clean and safe water and dispensaries and hospital have inadequate drugs and doctors.
Knowledge of the community	Generally, the community of hunter-gatherers and pastoralists have inadequate knowledge. Very low proportion of the community members have adequate knowledge on governance, land use planning, improved agriculture methods, environmental conservation and primary health	Community members do not have little or no knowledge on important issues of the their well being	There is inadequate knowledge to majority of the community members on land use planning, improved agriculture methods, environmental conservation and primary health
Community's Challenges/ Problems	Inadequate access to clean and safe water, land conflicts, low proximity to health services, poor infrastructures and inadequate number of primary school teachers. Others include maternal mortality and infant mortality	Unreliable water availability, poor extension services to livestock, poor health services	No water, poor roads, poor health services, Unemployment, land conflicts

- (ii) Further discussion with groups revealed that the majority of the community members do not have adequate knowledge on governance, land use planning, improved agriculture methods, environment conservation and primary health care. However, majority also showed interest to be provided with training on these matters.
- (iii) In discussing challenges the community is facing, it was noted that community of Domanga and Mongo wa Mono have several challenges. Most challenges being high rate of illiteracy, land use conflicts, high proportion of mobile households, inadequate access to water, undeveloped infrastructure, high rate of youth unemployment, gender inequality, maternal mortality and poor practise of livestock keeping from neighbour pastoral communities that lead to land degradation.
- (iv) Detailed discussion revealed that there is a need a establish a community knowledge centre were by community members will be trained on various skills so that they can employ themselves at the same time conserving environment and contributing to poverty alleviation in the area.

1.4.3 Semi-structured Questionnaire Results

1.4.3.1 Respondents' Profile

The study involved members of the community in Domanga and Mongo wa Mono. In this part, respondents' profiles are examined to portray their characteristics and its implications on results obtained by the study.

1.4.3.2 Sex of the Respondents

With regard to sex of the respondents the needs assessment survey noted 35 percent females and 65 percent males, See Figure 2 below. Impliedly, females members in the community are not effectively involved in decision making compared to their counterparts. Communities of indigenous hunter-gatherer do not freely allow female members to participate in community decision making process.

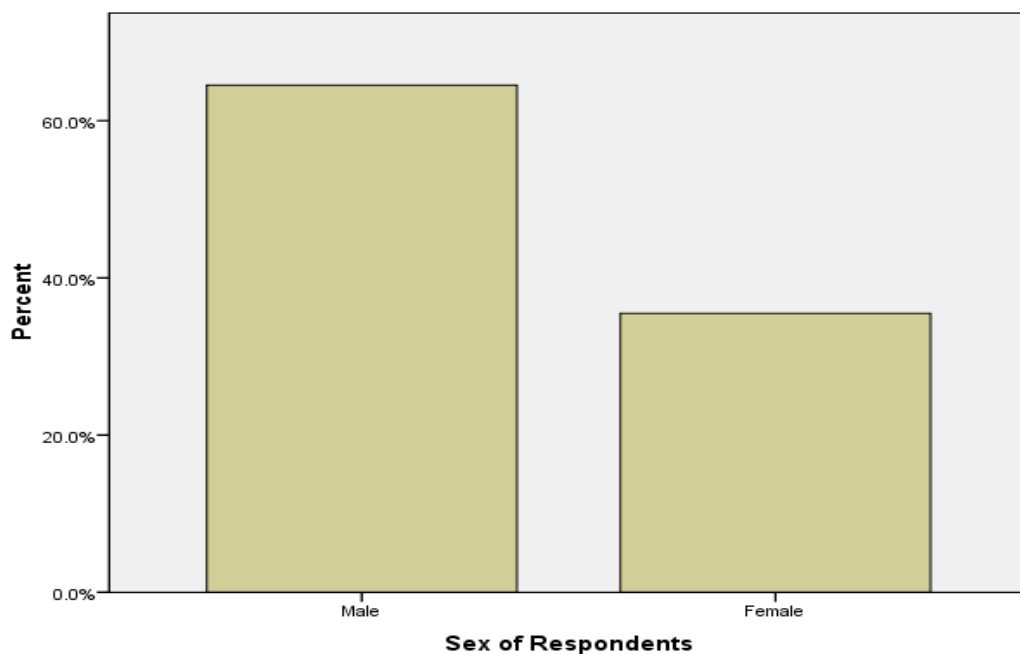


Figure 2: Sex of Respondents

Source: Field Survey, (2012)

1.4.3.3 Age Distribution of Respondents

In examining the age of the respondents, the study noted that age distribution of the respondents do range from 25-50 years. Respondents with age group 35-39 were many (29 percent) compared to all other age groups. Respondents with age group

50+ were smallest (8.3 percent). The finding here suggest that age group of 35-39 years is the active group in hunter-gatherer activities, See Figure 3 below.

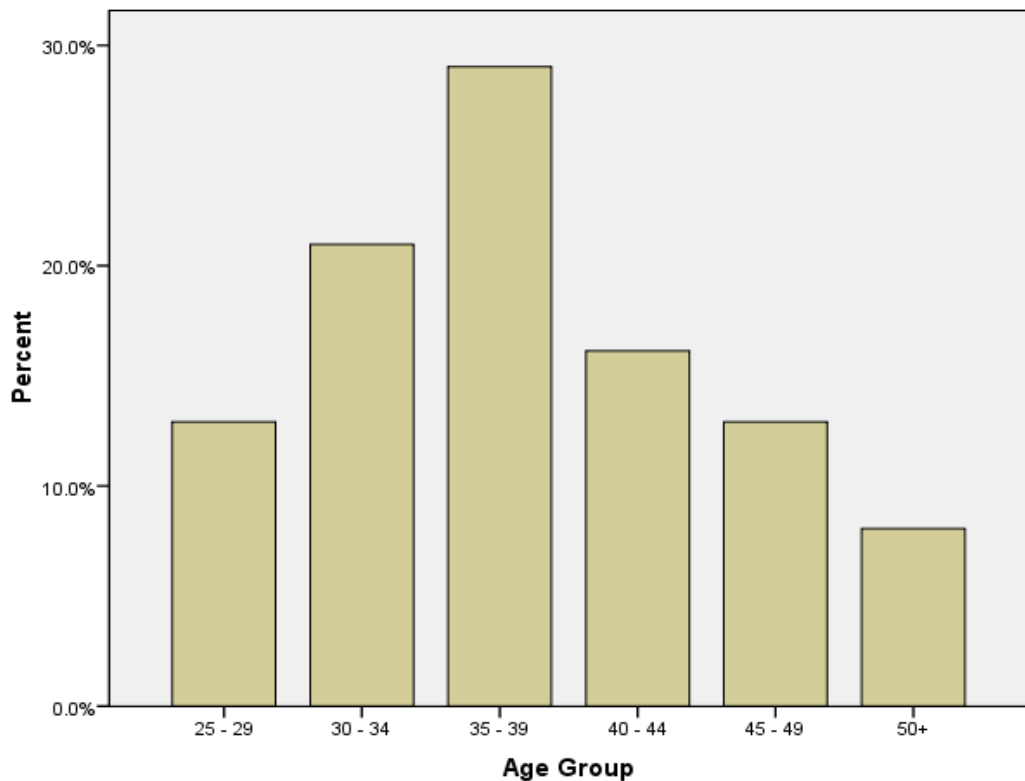


Figure 3: Age Distribution of Respondents

Source: Field Survey, (2012)

1.4.3.4 Education Level of the Respondents

In assessing the level of education of the respondents, the survey find out that majority have never attended school (46 percent). 34 percent of all respondents attended up to standard VII (primary school education), while 16 percent had secondary education and only 4 percent of the respondents had college/university education, implying high level of illiteracy rate in the area. See Figure 4 below.

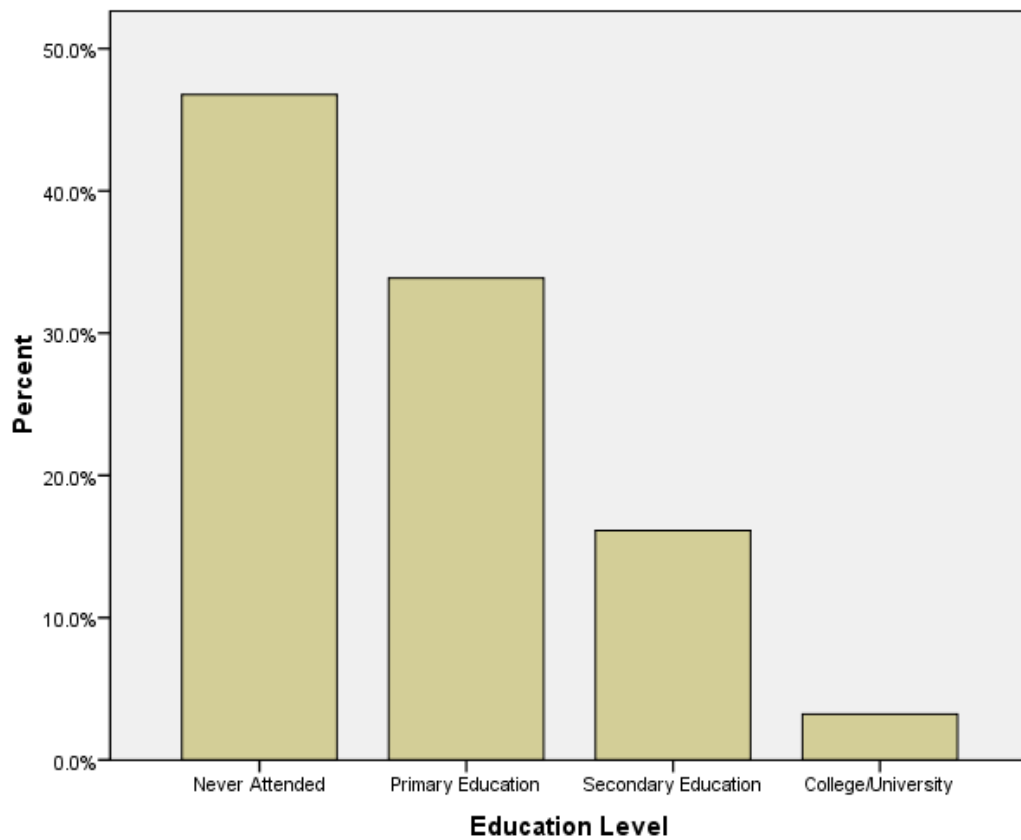


Figure 4: Education Level of the Respondents

Source: Field Survey, (2012)

1.5 Main Findings

1.5.1 Social Services Availability and Affordability

In an endeavor to examine the availability of the social services in the study area, the survey revealed low access to social services in the area. Survey noted improvement in construction of classrooms in primary education, challenge being facilities and adequate number of teachers that meet standard teacher pupil ratio. 48 percent of the respondents are happy with provision and quality of primary education while 52 percent are not (Table 3). Impliedly, majority are not happy with quality and quantity of the primary education in the study area.

Table 3: Satisfaction on Quality and Quantity of Primary Education Provision

Response	Total	Percentage
YES	30	48
NO	32	52
Total	62	100

Source: Field Survey, (2012)

There are remaining obstacles in accessing quality health care, including health care charges and other “unofficial costs”. For example, there are long distances, inadequate and unaffordable transport systems, poor quality of care and poorly implemented exemption and waiver schemes meant to protect the most vulnerable and poor people. Proximity to primary health care facilities is good to majority of households living around village centers. Majority of respondents (78%) are having difficulties in accessing health care facilities (Table 4 below). 56 percent of respondents reaching health care facilities are not happy with the quality and cannot afford service’s costs (Table 5 below).

Table 4: Access to Health Care Facilities

Response	Total	Percentage
YES	14	22
NO	48	78
Total	62	100

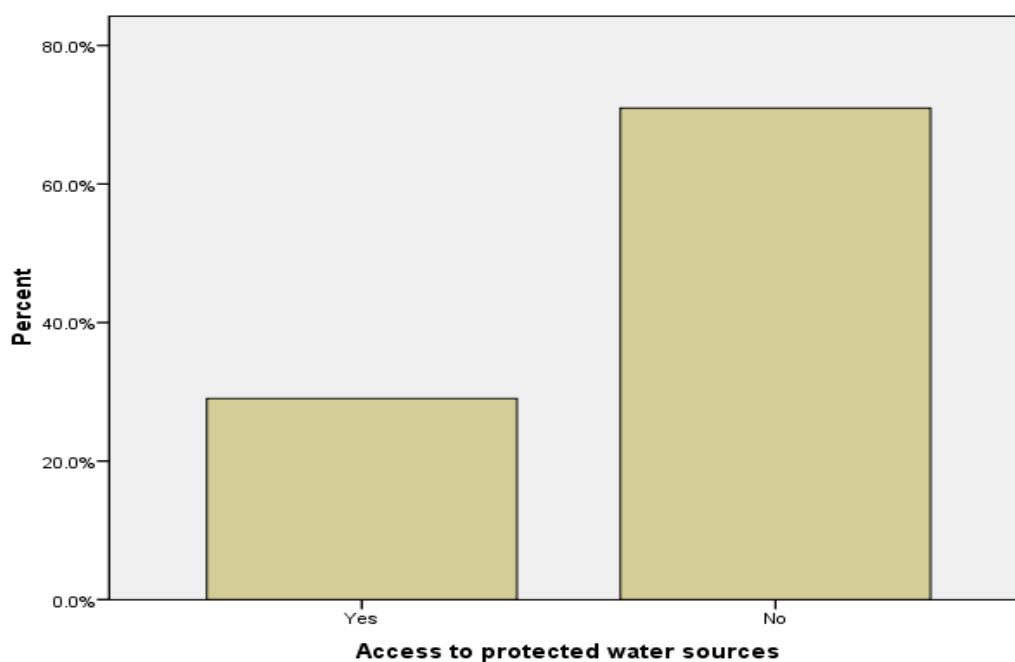
Source: Field Survey, (2012)

Table 5: Satisfaction on Quality and Affordability of Health Services

Response	Total	Percentage
YES	27	44
NO	35	56
Total	62	100

Source: Field Survey, (2012)

On the other hand access to protected water sources is low. Majority of the respondents (72%) commented on difficulties to access protected water source in the area (Figure 5). Survey revealed that a good number of people are getting water form unprotected shallow wells and dams that expose them into risks of water borne diseases. There is a minimum of 4 hours travel to a source of water to majority of households.

**Figure 5: Access to Protected Water Sources**

Source: Field Survey, (2012)

1.5.2 Knowledge on Various Community Development Issues

Needs assessment survey further more examined knowledge of the community on various community development issues that affects their socio-economic wellbeing. In this vein, their level knowledge was examined on governance, environment, improved agriculture methods, land use and primary health. Survey revealed that knowledge of the community in these issues is very low. Data shows that knowledge on good governance (12%), improved agriculture methods (32%), primary health (24%), and environment conservation (40%) and land use planning (38%) (Figure 6). Finding here suggest that community needs capacity building in these issues for their socio-economic betterment as data shows that knowledge in all these is not exceeding 50% .

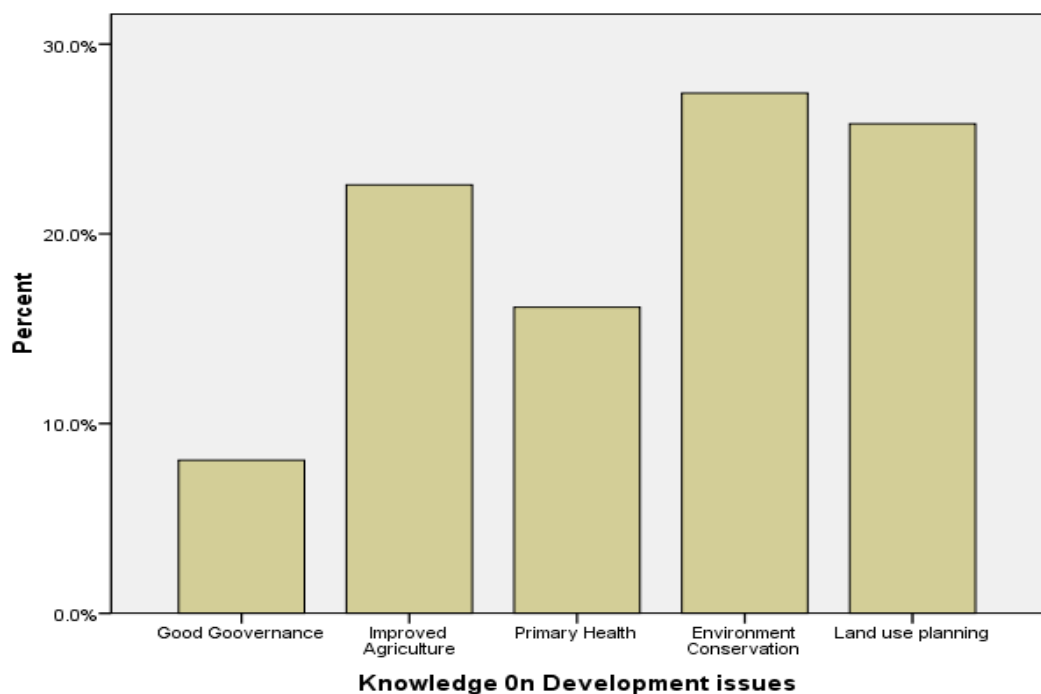


Figure 6: Knowledge on Development Issues

Source: Field Survey, (2012)

1.5.3 Community Challenges

In an endeavor to identify challenges that indigenous hunter-gatherer communities, survey find out that the biggest challenge is land conflict (76%) among indigenous hunter-gatherer and agriculture immigrants. Then after, follows unpredictable rainfall (65%) unemployment (64%), shortage of water (62%), undeveloped infrastructure (60%), gender inequality (56%) and lastly maternal mortality (46%). See Figure 7 for findings aforementioned.

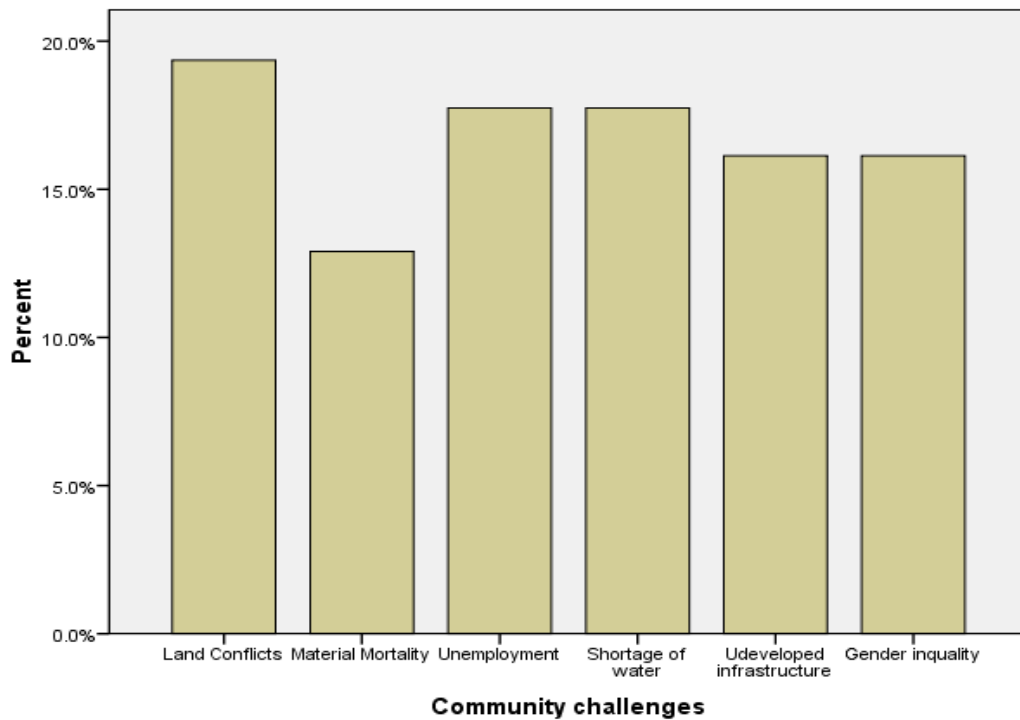


Figure 7: Community Challenges

Source: Field Survey, (2012)

1.6 Community Needs Prioritization

Community needs prioritization was done through pair wise ranking method where by members of the group were fully involved. Members participated by arguing and

making decision according to their wishes. Members of the community were asked to mention as many as possible problems which hinder their development. Problems were judged against each other to get the most pressing need which got high score. The rank in which the problems were prioritized can be referred from the table below:

Table 6: Prioritization through Pairwise Ranking Method

Problem	C₁	C₂	C₃	C₄	SCORE	RANK
C₁		C ₂	C ₃	C ₄	0	4
C₂			C ₃	C ₂	2	2
C₃				C ₃	3	1
C₄					1	3

Where by C₁ = Dispensary

C₂ = Infrastructure (road).

C₃ = Community Knowledge Centre (CKC)

C₄ = Clean water

From the pair wise ranking, a need to establish Community Knowledge Centre scored high and got high frequency respectively than other problems. Improved infrastructure followed. Lack of life skills, unemployment, poor performance in agriculture, health issues were the key factors to community members to rise their voice on establishment of CKC so that members of the community can be trained on various issues and skills that will help them get rid of their socio-economic problems.

1.7 Conclusion and Recommendations

1.7.1 Conclusion

From the survey, it can be concluded that majority of the community members in Domanga and Mongo wa Mono villages wish to establish Community Knowledge Center their first priority, closely followed by a need to improve infrastructure which is a gateway to economic activities in the area including tourism. Accomplishing these two objectives will ensure them with significant achievement in alleviating poverty.

1.7.2 Recommendations

With regard to CNA main findings discussed above, Main recommendations can be given.

- (i) Community members need regular training on gender equity, good governance, land use, improved agriculture methods, environmental conservation and primary health care. Community Knowledge Center will serve this purpose.
- (ii) Efforts of the government should be channelled into improving infrastructure so that economic activities in the area can easily grow at significant rate and thus improve the livelihood of people in the area. Roads network is very important to community at this stage as this will strengthen cultural tourism and agriculture in the area.
- (iii) Provision of primary health care service need to be improved for the betterment of the mother and child health. In most cases pregnant women and under fives are the victims of the consequences of poor health services.

CHAPTER TWO

2.0 PROBLEM IDENTIFICATION

2.1 Background to the Research Problem

Following to identification of the three major problems by the community members, a meeting was arranged between the, host organisation, some community leaders and CED candidate to share the identified problems and propose an intervention for the most felt one. A total of 14 people participated in the meeting that involves 3 community leaders, 8 representatives from Hadzabe community, 2 UCRT Staff and a CED Candidate. The three prioritised problems were shared and an open voting system was applied to get one problems that will be developed an intervention.

Table 7: Problem Ranking

Identified Problem	Number of votes	Position
Community Knowledge Centre	8	1
Clean water	2	3
Infrastructure (road).	4	2
Dispensary	0	4

Source: Study findings (2011)

Based on the voting results participants identified a need to establish Community Knowledge Centre so that members of the community specifically Hadzabe can be trained on various issues and skills that will help them get rid of their socio-economic problems. Sustainability was the major criteria for selection of the one problem to be developed an intervention by organising funds raising activities and tape resources from internal and external sources.

2.2 Problem Statement

By the 1990's a total of only a thousand Hadzabe survived in fragmented areas of northern Tanzania centered on the semi-arid Lake Eyasi basin south of Ngorongoro. The survival of these remaining communities was threatened by several forces. First, their entire livelihood, based largely on hunting and eating wild animals and birds, had been effectively prohibited by the 1974 Wildlife Conservation Act. Government anti-poaching efforts are also a threat and it is pushing the Hadzabe into more remote and marginal bush lands.

The Hadzabe continue to face challenges from external interests in controlling and accessing their lands. Village leaders are often offered bribes by pastoralists from neighboring areas who wish to graze their livestock in the Hadzabe communities' areas mostly during severe dry season and the Hadzabe land contains some of the best pasture in the region. Hunter gather have been excluded from many of the benefits of natural resources, which are found within their environment. In short, land is still under a big pressure to agriculture community and potential to pastoralists. This is causing severe decrease of food availability per family and impoverishment and vulnerability of Hadzabe society.

The Hadzabe do not know their rights under the law, they only know how to hunt for small animals and given their numerical disadvantage they are not in a position to fight for their rights (Woodburn, 1981). In this case, Hadzabe have lost over three-quarters of the land within the last few decades (Peterson, 2002). This necessitates the need for Hadzabe to change their traditional way of life and livelihood so that

they can cope with modern one or else they might perish. The best way the Hadzabe can change is through acquiring knowledge and skills that will help them obtain their livelihood without unnecessary consequences.

In discussing challenges the community is facing, it was noted that community of Domanga and Mongo wa Mono have several challenges. Most challenges being high rate of illiteracy, land use conflicts, high proportion of mobile households and inadequate access to water. Others are undeveloped infrastructure, high rate of youth unemployment, gender inequality, maternal mortality and poor practise of livestock keeping from neighbour that leads to land degradation.

Detailed discussion revealed that there is a need to establish a community knowledge centre where by community members will be trained on various matters which will help them earn their livelihood smoothly and thus contributing to poverty alleviation in the area.

2.3 Project Description

The proposed project is “Establishment of Community Knowledge Centre to Indigenous Hunter - Gatherer Communities in Mbulu, Tanzania”. The location of the project will be Mbulu District at Mongo wa Mono.

2.3.1 Target Community

The target beneficiaries of the project are direct beneficiaries will be Hadzabe community and indirect beneficiaries will be other stakeholder like village council for the training purposes.

2.3.2 Stakeholders

Stakeholders are those entities within or outside a project and may have a positive or negative influence in the project. According to the stakeholders analysis the followings are the key stakeholders of this project: Mongo wa Mono and Domanga community, Mbulu District Council leaders', Ward leaders and UCRT

2.3.3 Project goal

Facilitated establishment of Community Knowledge Centre to Hunter - Gatherer Communities in Mongo wa Mono village.

2.3.4 Project Objectives

- (i) Empowering target groups through training so that they can better secure access to and control over natural resources and sustainably manage them.
- (ii) To support target groups to advocate and defend their right to be free from poverty and to use, access and manage their land and natural resources.
- (iii) To strengthen hunter gathers communities to participate in governance structures involved in natural resource and land management.

2.4 Host Organisation/CBO Profile

2.4.1 Introduction

Ujamaa-Community Resource Trust (UCRT) is a non-profit environmental and social justice organization, which works with indigenous groups of different cultures in Tanzania. The target communities are those who depend on communal resource management regimes for their economic livelihood.

The UCRT started in 1998 under what was known as TAZAMA Trust before its official registration in 2002. It aims to strengthen the capacity of local ethnic minorities in northern Tanzania, principally pastoralists and hunter-gatherers such as the Maasai, Barabaig, Akie, Sonjo and Hadzabe, to better control, manage and benefit from their lands and natural resources. The livelihoods of these communities are threatened by exploitation of local resources by outsiders, political marginalization, and limited capacities and access to information.

The UCRT's ultimate goal is to improve local community and household welfare through improved land and natural resource management. UCRT seeks to work with resource dependent communities to reinforce the capacities of these communities to influence policy and legal processes in their favour. Ongoing local government reforms in the country have created opportunities for resource dependent communities to secure their rights over the environment and natural resources, but communities require capacities for policy action and influence. They need to be able to engage meaningfully with policy making and policy implementation institutions and processes. This requires that they understand the policy environment and the existing policy framework. That way they will use the opportunities within existing policies, laws and institutions, and advocate for changes where these are necessary.

2.4.2 Vision

Strengthened livelihoods and social justice for pastoralist, hunter-gatherer and agro-pastoralist communities through security over land and natural resources, and sustainable community-based natural resource management.



2.4.4 Mission

To strengthen community capacity to improve their livelihoods, to secure rights to land and natural resources, and to sustainably manage them.

2.4.5 Organization Goal

To promote and enhance community capacity to improve their livelihoods and sustainably manage their natural resources.

2.4.6 Core Values

The core values of UCRT (Box 2.1) are an expression of the beliefs and convictions that govern the behaviour of the organisation and its key stakeholders in their daily operations. They define the character of the organisation and its uniqueness. These are important beliefs and crucial for the success of the organisation. They inform the conduct of staff in their relationship with the organisation and with each other, and their conduct towards the stakeholders of the organisation. They set the standards against which the organisation is to be judged in the fullness of time.

Box 2.1 UCRT's Core Values

The Ujamaa Community Resource Trust (UCRT):

- shall advocate for the social justice and the rights of the pastoralists, agro-pastoral and hunter-gatherer communities.
- is committed to promoting sustainable environment and the improvement of the lives of pastoralists, agro-pastoralists and hunter-gatherer communities.

UCRT

- shall promote community participation in their social welfare;
- believes in community solidarity and integrity;
- is committed to gender equity;
- shall be transparent and trust-worthy;
- shall promote communal ownership of land and natural resources;
- values traditional knowledge and skills;
- is committed to empowering local communities;
- will respect (and adhere) to all good practices of the communities; and
- will always maintain team spirit.

2.5 Target Groups and Beneficiaries

The initial focus of UCRT was pastoralists and hunter-gatherer communities in Yaeda valley, Simanjiro/Kiteto (Manyara region), Loliondo (Arusha), Meatu - Sungu (Shinyanga) and Korogwe (Tanga). In this Strategic Plan UCRT's work will continue to focus on pastoralists, hunter-gatherer and agro-pastoralists communities. The programme will focus more on disadvantaged group and not areas. The operational areas will be divided into two main focuses, namely primary and secondary areas; the primary areas will be Arusha, Manyara and Longido, and secondary areas will be Singida, Shinyanga and Tanga.

The programme will be consolidated and horizontal growth will be limited and controlled. The emphasis is placed on building up the capacity of all stakeholders to better work together and access/protect land and resources, before developing any new areas in which to work.

2.6 Programmes and Projects

UCRT has been actively involved in a number of initiatives relating to natural resources, education sponsorship and networking on land and natural resources in the operation areas. The most outstanding among these are outlined below

The programmes include Ngorongoro, Mbulu, Hanang, Simanjiro, Kiteto, Longido, Karatu, and Meatu-Shinyanga.

2.7 UCRT core Activities

2.7.1 Land Rights Activities

- (i) Demarcation- boundary agreements (conflict resolution), surveying, making and placing beacons.
- (ii) Land use planning (different zoning)
- (iii) Mapping- Approval at all government levels
- (iv) Certification of village land and customary land of occupancy

2.7.2 Community Natural Resource Management.

- (i) Facilitate community (village) formulation of natural resource management plans
- (ii) Facilitating formation of village by-laws in support of land use planning and natural resource management plans.
- (iii) Supporting and advising villages to ensure fair contracts and agreements with investors.
- (iv) Training communities to identify locally available resources and enabling them to utilize in a sustainable manner.

2.7.3 Community Capacity Building

- (i) Training village councils on good governance.
- (ii) Training village council on book keeping and financial management.
- (iii) Training traditional leaders on peacemaking and conflict resolution.
- (iv) To train village councils and other institutions e.g. Village land tribunals/Mabaraza ya ardhi and village assemblies on land acts, village land acts and local government reform programme
- (v) To sensitize and raise consciousness of the target communities to understand government policies i.e. MKUKUTA, MKURABITA, Vision 2025, SPILL, and LGRP.

2.7.4 Lobbying and Advocacy

- (i) Influencing policy/laws makers for realization of community needs.
- (ii) Building Community Leadership Constituency at the grass roots level
- (iii) Gender mainstreaming and women empowerment through equal representation.

2.7.5 Education Support

- (i) Provide scholarships for students from poor families to Pastoralists and Hunter gatherers for secondary/colleges for both genders to be able to serve the communities back home.
- (ii) Special program of education support for Hunter gatherer communities of Hadzabe and Akie communities.

2.7.6 Institutional Capacity Building

- (i) Human Resource Development support.
- (ii) HIV and AIDS Mainstreaming
- (iii) Promote linkage and networking with other development stakeholders.

Table 8: Strengths and Weaknesses

Strengths	Weaknesses
Strong team that works well together – UCRT continues to expand horizontally but not so much vertically	Lack of Technical Advisors for key areas of interest/programme aspects such as GIS, livelihood diversification and income-generation, to work across geographical areas
Committed staff – sincerity, solidarity, affinity for pastoral issues.	Shortage of staff for core workload and e.g. fundraising
Needs-driven focus/strategy centred on a central issue – securing rights to land and resources	Shortage of resources including financial
Structure allows good communication and support mechanisms and fast response time	Short-term commitment from donors
Good links and relations with other organisations – good network	Gender imbalance in staff
New, committed and energetic board	Lack of allies in national government
Trust built with communities, organisations and donors	Lack of ‘public knowledge’ about UCRT inside and outside Tanzania – lack of promotional material and documentation
	The work is dangerous and staff security could be improved

Source: UCRT, (2012)

2.7.7 Coverage

UCRT operational areas divided into two main focuses, namely primary and secondary areas; the primary areas will be Arusha and Manyara, and secondary areas will be Singida, Shinyanga and Tanga. The programme will be consolidated and horizontal growth will be limited and controlled.

2.8 Strengths and Weaknesses

Strengths and weaknesses of UCRT, in five years ago the strengths of the organisation related mainly to infrastructure, however today, the strengths are found within the organisation itself, its staff and its good relations with communities and other stakeholders. Today UCRT is well respected and viewed as a committed, value-based organisation that has built its institutional capacity to effectively support the communities with which it works: illustrated by its achievements over the last five years, particularly in supporting the land use planning processes.

CHAPTER THREE

3.0 LITERATURE REVIEW

3.1 Introduction

This chapter covers different literatures on the subject matter from different sources and areas within and outside Tanzania. The review of literature aim to discuss key issues, identify gaps and generate new ideas for the purpose of ensuring sustainable community knowledge centre in the community where the project is undertaken. The chapter has been divided into three (3) main sections where the first section describes various theories relevant to the project, the second section is on the empirical literature review where different empirical literatures have been covered on the meaning of community knowledge centres, their objectives, their relevance in African as well as in Tanzanian context including the challenges hindering effective participation in community knowledge centres, while the third section is the policy reviews where different relevant policies related to the project are covered.

3.2 Theoretical Literature Review

3.2.1 Community Capacity Building Defined

Community knowledge centres are meant for community capacity building. It is therefore vital to explore the meaning underlying community capacity building. In general, Community capacity building describes a particular way of working with and supporting communities to build skills and experience, increase opportunities, and enhance involvement in the decisions that affect them. This can involve developing confidence, skills, structures and knowledge, to increase the opportunities

communities have to make a real difference to the services, activities and changes that take place in their area.

Various authors have given out the meaning of community capacity building. Scottish Government shortly defines community capacity building as measures that strengthen the collective ability of community. A meaning attached to this definition is that of enabling individuals, groups and community at large to develop the confidence, understanding and skills required to influence decision-making and service delivery. This could include enabling communities to provide and manage services to meet community needs.

Walt (2008) defines community capacity building as development work that strengthens the ability of community organisations and groups to build their structures, systems, people and skills so they are better able to define and achieve their objectives and engage in discussion and planning, manage community projects and take part in partnerships and community enterprises. Skinner (1997) defines community capacity building as aspects of training, organisation and personal development and resource building, organised and planned in self-conscious manner, reflecting the principles of empowerment and equality.

Community building is an approach to community revitalization that is focused on strengthening the capacity of residents, associations, and organizations to work, individually and collectively, to foster and sustain positive neighbourhood change (Aspen Institute, 1997).

The integration of these domains has been informed by the socio-cultural constructionism and asset-based theories to community building (Pinkett, 2001). Socio-cultural constructionism and asset-based theories to community building involve participants as active agents of changes, rather than passive beneficiaries or clients, and as the active producers of information and content, rather than passive consumers or recipients. This orientation is grounded in the theories of socio-cultural constructionism (Pinkett, 2000) and asset-based community development (Kretzmann and McKnight, 1993).

3.2.2 Underlying Principles of Community Capacity Building

WALT (2008) set forth the underlying principles of community capacity building as follows;

- (i) Empowerment – increasing the ability of individuals and groups to influence issues that affect them and their communities.
- (ii) Participation – supporting people to take part in decision making
- (iii) Inclusion, equality of opportunity and anti-discrimination – recognising that some people may need additional support to overcome the barriers they face.
- (iv) Self-determination – driven by the principle that communities themselves drive capacity building activity, and people are supported to make their own choices.
- (v) Partnership – Recognising that many agencies can contribute to community development.

3.3.3 Meaning of a Community Knowledge Centres (CKCs)

A Community Knowledge Centre (CKC) is a place which has a wide collection of books, articles, videos, and technical documents that provide a range of

developmental information for the community. It is a place where people can come to learn and to share information (Kabasita, 2008). Community Knowledge Centers (CKCs) are community-based facilities equipped with appropriate ICT tools to enhance information generation (from within and without – e.g. indigenous knowledge and market information on one hand, and research findings on the other hand respectively), dissemination and skills development for local communities (Nkwanga, 2010).

Community Knowledge Centers are usually equipped with appropriate Information and Communication Technologies tools to enable information generation, access, dissemination and skills development for the community. The CKCs have library materials like books, newsletters, journals, research reports and electronically stored information on CD ROMs and web-based resources. They are centrally located for ease of access by communities (Achora, 2009; Nguo, 2008).

3.3.4 Objectives of Community Knowledge Centers

The objectives of Community Knowledge Centers are among others to share knowledge, but also promote knowledge that already exists at the grassroots level. Such centers aim to reduce the knowledge gap that exists within communities, and strengthen the capacity of community members to document and share information (Kabasita, 2008). Other objectives of CKCs are including increasing information and knowledge capacity of communities and enable them to turn past experiences into lessons; to enhance documentation of local content, share knowledge and offer training and discussion room for community workshops, exhibitions etc; offer

linkage points with other organizations and serve as referral point for communities, and other interested stakeholders as well as ensuring continuous community information needs assessment with key emerging needs (Nkwanga, 2010).

3.3.4 Purposes of Community Knowledge Centre

Among of the purposes of community knowledge centres are to explore the synergy between community capabilities (Morino, 1994; Beamish, 1999) and community building (Aspen Institute, 1997; Kingsley, McNeely and Gibson, 1999; Mattesich and Monsey, 1997). Community knowledge has been referred to as the capability to serve the local community - to respond to their needs and build solutions to its problems (Morino, 1994).

3.4 Socio-Cultural Constructionism Theory

3.4.1 Socio-cultural Constructionism

(Pinkett, 2000), a synthesis of the theories of social constructionism (Shaw, 1995) and cultural constructionism (Hooper, 1998), is rooted in the theory of constructionism, a design-based approach to learning, drawing on research showing that people learn best when they are active participants in design activities (Papert, 1993), and that these activities give them a greater sense of control over (and personal involvement in) the learning process (Resnick, Bruckman and Martin, 1996).

Socio-cultural constructionism argues that "individual and community development are reciprocally enhanced by independent and shared constructive activity that is resonant with both the social setting that encompasses a community of learners, as

well as the culture of the learners themselves" (Pinkett, 2000). In the context of community knowledge, socio-cultural constructionism advocates the following guidelines:

- (i) Empowering Individuals and Communities –A socio-cultural constructionist approach, as it endeavors to achieve social and cultural resonance, simultaneously seeks to empower individuals and communities to identify their interests and how it can be supported.
- (ii) Engage People as Active Producers, Not Consumers – Based on its constructionist underpinnings and emphasis on independent and shared constructive activity, socio-cultural constructionism promotes community members as the active producers of their own information and content, rather than passive consumers or recipients.

3.4.2 Asset-Based Community Development Theory

Asset-based community development theory for community building, assumes that social and economic revitalization starts with what is already present in the community – not only the capacities of residents as individuals, but also the existing commercial, associational and institutional foundation (Turner & Pinkett, 2000). Asset-based community development theory seeks to leverage the resources within a community by "mapping" these assets and then "mobilizing" them to facilitate productive and meaningful connections. Kretzmann and McKnight (1993) have identified three characteristics of asset-based community development namely; Asset-based – asset-based community development begins with what is present in the community (assets), as opposed to what is absent or problematic in

the community (needs). It is focused on indigenous assets as opposed to perceived needs. An asset-based approach involves community residents, organizations, institutions (e.g., libraries, knowledge centers/schools, etc.), and businesses.

- (i) Internally focused – Asset-based community development calls upon community members to identify their interests and build upon their capacity to solve problems. One of the distinguishing characteristics of the approach is its heavy emphasis on leveraging that which is in the community first, before looking to (but not excluding) outside entities and/or resources.
- (ii) Relationship driven – Community building has also been defined as "any identifiable set of activities pursued by a community in order to increase the social capacity of its members" (Mattesich & Monsey, 1997). Consequently, asset-based community development encourages the ongoing establishment of productive relationships among community members, as well as the associated trust and norms necessary to maintain and strengthen these relationships.

These theories acknowledge and embrace the traditions of successful community revitalization. Together, socio-cultural constructionism and asset-based community development help operationalize a methodology for integrating community building.

3.4.3 Empowerment Theory

Community empowerment emerges from a process of the determination and inspiration of the individual. Community empowerment involves a three-stage

approach, which begins with psychological empowerment of the individual (Zimmerman, 1999). This theory has been developed to suggest ways to measure the construct in different contexts, to study empowering processes, and to distinguish empowerment from other constructs, such as self-esteem, self-efficacy, or locus of control. Community empowerment literature parses out the levels of analysis at the individual and community levels (Table 9).

Table 9: Empowered Processes Across Levels of Analysis

Level of analysis	Process (empowering)	Output (empowered)
Individual	-Learning decision-making skills - Managing resources -Working with others	-Sense of control -Critical awareness -Participatory behaviour
Community	-access to resources -open government structure -tolerance for diversity	-organizational coalition -pluralist leadership - residents participatory skills

Source: Adopted from Zimmerman (1999)

3.5 Empirical Literature Review

3.5.1 The Needs for Establishment of Community Knowledge Centres in Africa

Nkwanga (2010) indicated that CKCs have been so useful for enhancing information generation, dissemination and skills development in African countries. While working with Mabamba and Lwakanga CKCs in Uganda, the author established that communities have been able to access information on markets, pests and diseases management, weather predictions, advice etc. Through this exchange communities

have been able to find solutions to their pressing problems in agricultural activities like “peculiar pests” and have been able to increase their profitability using marketing information provided.

FAO (2009) reported that CKCs were established across the rural areas of East Africa as a way to reduce poverty and inequality. Some of the centers are popularly known as *Maarifa* Centres. Such centers are equipped with computers and internet access, and a resource centre containing newspapers, journals, books, research reports, CD-ROMS and audiovisual materials.

Initiated in 2007, the Maarifa Centres (Maarifa is the Swahili word for knowledge) are a project by Arid Lands Information Network (ALIN), an organization that aims to, through multi-media tools, facilitate the exchange of ideas, experiences, and knowledge among communities to enhance learning for improved socio-economic empowerment. The project involves the establishment of community knowledge centres (CKC) in the rural areas of Kenya, Tanzania, and Uganda which, in partnership with other agencies, seek to bring information and communication technologies (ICTs) to rural communities to enable the documentation and sharing of local knowledge - in particular, knowledge relating to farming and natural resource management. The Maarifa Centres also support the active involvement of women. In order to enhance the capacity of women to play an active role in development initiatives and to reverse the trend of their insufficient inclusion, especially in the dry land areas, ALIN promotes the integration of women in development and information support (FAO, 2009; Kabasita, 2008).

Kesselman *et al.*, (2012) indicated that CKCs have been useful in many other African countries as an innovative approach to providing vital and sustainable open knowledge resources to remote communities throughout their countries. CKCs are the technology hubs in rural communities of Africa where it can contribute to creating vibrant, connected communities. CKC's have been helping people improve the quality of their lives through leveraging information technology. They are driving economic growth in underserved areas. It took a village to get it started (FAO, 2009).

3.5.2 The Need for Establishment of Community Knowledge Centres in Tanzania

In Tanzania, the CKCs have been found so important since they have been serving as meeting points for community, hosting literacy groups, primary healthcare education arena, environmental conservation, land use plans, good governance, training in information management, agriculture and marketing skills (marketing information, early warning systems, knowledge sharing, production and extension, storage etc (Wanvoeke, 2010). It is evident that CKCs have been useful to different community members in the country.

Nkwame, (2012) reported that one of the key organizations operating CKCs among many others in the country is the Word Vision, Tanzania. Under its Community Knowledge Centre (CKC) project, many villages are planned to be connected. Meru district is the first to benefit from the initiative after the NGO set up 1.5 billion/- centre at King'ori village. The centre is set to serve a total of 17 villages in the district. The centre serves as an information centre, where villagers get timely

information on farming, crop pricing and market situation in general. The center also targets to provide free internet services, library facilities and secretarial amenities to the rural villages located on the slopes of Mount Meru. With adequate sets of computers fully connected to the internet, farmers can also use the centre as their own local meteorological hub from which they can also access weather updates through the myriad weather-forecasting sites. Farmers can now obtain proper market information and knowledge on ways to improve production, find better crop pricing as well as the market for farm produce.

3.5.3 Challenges Facing Community Knowledge Centres

Involving women, meeting the needs of the users and ensuring community sustainability are among the main challenges facing Community Knowledge Centres. Kabasita (2008) indicated that cultural traditions restrict many women to looking after children at home, and they have little opportunity to obtain information. On meeting the needs of the users the challenge is that the priorities and the needs of the users vary and therefore it is hard to identify the most general need of the community. Likewise, because of poverty, many community members do not value reading and knowledge, as getting food is a higher priority and hence a challenge towards sustainability of some of the centers.

3.6 Policy Reviews

3.6.1 The Policy Framework Review and Compliance of the Project with Policies

The government of Tanzania has developed different policies and guidelines that stipulates stipulate clearly on the operation and funding of community knowledge

centres. The implemented project complies with number of policies of the United Republic of Tanzania governing sectors to which it falls. The project is in line with Community Development Policy of 1996, Small and Medium Enterprise Development Policy of 2003, Agriculture and Livestock policy of 1997, Employment policy of 1997 and National Education and Training Policy of 1995.

The project positively complies with Education and Training Policy of 1995 which in detail explains the rationale of education in bringing about the development of the community more specifically rural communities. The policy defines education as a process by which the individual acquires knowledge and skills necessary for appreciating and adapting to environment and the ever-changing social, political and economic conditions of society and as a means by which one can realize one's full potential. It can clearly be seen that the policy matches with the project of establishing community knowledge centre of which Hadzabe community will acquire knowledge and skills necessary for attaining their own social and economic development.

Moreover, the policy clearly shows the close relationship between education and development. In this case the policy is trying to emphasise that education on self-reliance will enhance community development. On the other hand, education and training policy in its context advocate for access and equity in education and this is in line with this project of establishing community knowledge centre. CKC will increase the proportion of Hadzabe accessing education as the centre will give them opportunity to get education of which they would have not got it without CKC. This will also enhance provision of vocational education and training, adult education and non-formal education and training.

Other policy that complies with this project is that of Community Development Policy of 1996. Community Development Policy of 1996 which puts emphasis on effective utilization of abundant resources available in Tanzania. The policy recognizes the fact that Tanzania communities have been largely unable to utilize these resources effectively in bringing about meaningful development. Establishment of CKC will improve the capacity of the community to utilize these resources.

The policy promote for community education so that they have ability to identify resources and use them in their own development. It also has the objective of helping community to participate more effectively in economic activities and participating in electing good leaders. These are the underlying principles of community capacity building and cannot be achieved easily to Hadzbe locality without establishment of the CKC. The policy is in addition calling for donors and NGOs to support community efforts to develop themselves something that are opt to be done in this project. Sensitization and mobilization to enable people develop fast are emphasised in this policy. Sensitization and mobilization will be done more effectively through CKC project.

Small and Medium Enterprise Development Policy (2003) recognize that private sector plays a crucial role in employment creation and income generation in Tanzania. For the sector to tap its full potential the policy was formulated so as to address the constraints it is facing. The CKC will probably create youths with more skills as they will be exposed to vocational education and training and thus creating rural non-farm employment.

Another policy that comply with the project is that of agricultural and livestock policy of 1997. It promotes and ensures a secure land tenure system by encouraging the optimal use of land resource. The CKC project among other things will enable Hadzabe community acquire more knowledge on land use planning of which the policy is calling for. In one of its policy statements, agricultural and livestock policy, avenue for community education as a means for improved agricultural methods. The key business in CKC project is training. The CKC will act as what the policy refers as Communities Training Centres.

Employment policy direct the government to promote employment through expansion of education, initiation of vocational education and training, initiation of education for self reliance and development of the self employment sector in rural areas so as to reduce the rate of migration to urban areas. All these will be done with CKC project.

CHAPTER FOUR

4.0 PROJECT IMPLEMENTATION

4.1 Introduction

This chapter explains the planned project implementation and what has actually been implemented by focusing on inputs, outputs and impacts of the project. The chapter also include research budget by highlighting main items and their costs. Implementation of the project activities were focused on realization of the project main goal. Project implementation involved formulation of project activities such as sensitization and mobilization, purchasing of training facilities, training and construction of Community Knowledge Center to indigenous hunter-gatherer communities in Mongo wa Mono and Domanga village to serve as community change agent for development.

The process of developing this project started with organizing and conducting community needs assessment for the purpose of exploring from the community some of the problems hindering their development in three thematic areas of community, social services in the study area, the level of awareness of the community issues such as land use plan, agriculture, environment and primary health care and to identify various challenges indigenous hunter-gatherer communities of Domanga and Mongo wa Wono are facing and suggest solutions to address them.

After conducting the need assessment the findings shows that the community lacks awareness on several aspects of life which limits their livelihood improvement. The

community is not aware on the aspects of health care, governance, improved agriculture methods, environmental conservation methods, land use planning and management. In regard to this, the study noted that there is a highly need of constructing Community Knowledge Center to build capacity to the community in solving their social problems using their endowed natural resources.

4.2 Products and Outputs

The major project product is realization of the alternative and improved livelihood of the Hadzbe community through community capacity building programme which will help them acquire knowledge, skills and competencies. This programme is largely expected to change Hadzabe community way of living which is currently depending on hunters of wild animals which laws of the country are prohibiting. Through provision of vocational education there will be increased non-farm employments opportunities to community members especially youths. Establishment of the Community Knowledge Centre will have a spillover effects to community and will have improved shelter, good clothing, good household furniture, increased purchasing power, good meals and savings to cater for other household expenses like health, school fees, and recreation. However, some of these are yet to be realized as some other project activities are still in implementation stage.

The project had expected to have the following outputs by the end of April 2013

- (i) 6 sensitization and mobilization meetings in all parts of Domanga and Mongo ya Mono
- (ii) CKC registration

- (iii) CKC land acquisition
- (iv) Purchase of training materials and facilities i.e. TV set, Educational CDs, White board and Stationeries
- (v) Production of training manuals
- (vi) 90 members of the community trained on sustainable livelihood, land use and primary health care
- (vii) Start-up of phase I construction of the CKC

4.3 Project Planning

4.3.1 Implementation Plan

Implementation of the project activities involved key stakeholders namely as community of Domanga and Mongo wa Mono, MCED student, UCRT as a host organization and Mbulu District Council. Resources used in implementation of the project activities were jointly contributed by community, UCRT, Mbulu District Council and MCED student. The MCED student was a co-trainer in sustainable livelihood and land use planning training to community and effectively participated on sensitization and mobilization meetings to villages as a stepping stone for establishment of CKC.

He was also participated in several trips to Arusha that enhanced the group linked with UCRT. UCRT and Mbulu Council provided capacity building in sustainable livelihood, land use planning, primary health care monitoring and evaluation. Members of the community contributed land and labour force by collecting stones to the construction site. They will also participate in bricks production and all other casual works in the construction site.

Table 10: Implementation Plan

Activities	Project Months								Resource Needed	Person Responsible
	O	N	D	J	F	M	A	M		
Meeting with the Village leaders and UCRT for field approval									Transport, Meals	VEO, UCRT and MCED student
Meeting with a Villagers for familiarization									Transport, meals	VEO and MCED student
Data collection for CNA									Transport, fund and meals	MCED student
CNA Data analysis									Stationerie, Funds	MCED student
Production of CNA report									Stationerie, funds	MCED student
Meeting with WDC for project action plan									Stationerie, transport, meals and fund	MCED student, all stakeholders
Organize sensitization and resource mobilization (i.e. land for CKC) meetings for establishment of the CKC									Transport, meals, fund and venue	MCED student and VEO
Facilitate Registration of CKC									Transport, meals and fund	MCED student, WEC and DEO
Organize training to community members on various matters pre-identified									Transport, fund, melas and venue	MCED student, Council and UCRT
Facilitate purchase of training materials and facilities									Transport, fund	UCRT and Mbulu Council
Construction of the CKC									Fund, construction materials	UCRT, Donors, Mbulu Council, Villagers and MCED student
Monitoring and supervision of the implementation of the project activities									Transport and fund	Mbulu Council, UCRT, MCED student and villagers
Evaluation of the project activities									Transport and fund	Mbulu Council, MCED student, UCRT and villagers

The project desired to implement a number of activities. These activities were geared towards accomplishing a number of project objectives previously set. The details on activities, inputs (resources) and outputs are described in the project logical framework below.

Table 11: Project's Logical Framework

Narrative Summary	Performance Indicators	Means/source of Verification	Risk & Important Assumptions
Goal Improved sustainable livelihood for hunter-gathers community of Domanga and Mongo ya Mono	By May 2013 75% of the community members realize other available opportunities for their livelihood	Project Statistics	Successful implementation of the project activities
Purpose Establishment of Community Knowledge Centre (CKC)	Increased access to education in terms of knowledge, skills and competencies in coverage area by 50% at the end of July 2013.	Project reports	Purpose to goal 1.UCRT support and other stakeholders sustained 2. Community willingness to participate in the project remains the same or keep on increasing
Outputs 1. Community members trained in sustainable livelihood, land use planning, primary health care, entrepreneurship and vocational skills. 2. CKC registered 3. Training materials and facilities purchased 4. Community Knowledge Center established	1. 90 community members trained in sustainable livelihood, land use planning, primary health care, entrepreneurship and vocational skills. 2. certificate of registration 3. TV, DVD deck, educational CDs, generator and stationeries purchased. 4. Full furnished CKC building in place	1.Training reports and project reports 2. Certificate of registration 3. Purchase Receipts 4. Project report and field visit	Output to purpose 1. Training budget and schedule is provided as requested. 2. No change on current regulations and procedures in registration 3. Current prices will not change overtime. 4. Community members are willing to participate in the project by providing their labor force for free.

Activities	Inputs to activities	Monitoring	Activity to Output
1.1. Training workshops in sustainable livelihood, land use planning, primary health care, entrepreneurship and vocational skills 1.2. Registration of CKC 1.3. Purchase of Training materials and facilities 1.4. Sensitization and Resource Mobilization for Construction of CKC	Budget Materials Staff Training costs	Monitoring through project monthly and annual reports	1.1. Active participation of group members and facilitators at workshops 1.2. There is none-bureaucratic procedures in registration process 1.3. No variance in price of the training materials and facilities 1.4. Active participation of the community members, Mbulu Council, UCRT, MCED student and other donors

Source: Researcher's Own Construction, 2012

4.3.2 Inputs

Summary of the major project inputs is given in the Table 4.3 below. Quantities and cost for each input are given also.

Table 12: Major Project Inputs

Input	Quantity	Unit Cost (Tshs)
Capacity Building (training)	6 training packages	13,425,000
Construction of Community Knowledge Center	1 Centre	71,760,000
Purchase of Training materials and Facilities	One 42" LED TV screen	1,500,000
	1 DVD play	300,000
	1 Satellite Dish (Decoder)	200,000
	1 Generator	2,000,000
	Solar Panel	2,000,000
	Books	2,000,000
	Stationeries	1,000,000
Registration of the CKC	N/A	
Link the group with other training stakeholders	N/A	

Source: Researcher's Own Construction, (2013)

Table 13: Project Budget

Item	Quantity	Price/Unit	Total
1. Sensitization and Resource Mobilization Meetings			
Transport	3	675,000	2,025,000
Stationeries		150,000	450,000
Food and refreshment	3 Trips	1,525,000	4,575,000
SUB-TOTAL			7,050,000
2. Training			
Stationeries	Various	N/A	
Facilitators allowances	21	100,000	2,100,000
Transport	4 Trips	675,000	2,700,000
Food and refreshment	630 packs	2,500	1,575,000
SUB-TOTAL			6,375,000
3. Purchase of Training Materials and Facilities			
42” LED TV Screen	1	1,500,000	1,500,000
DVD Player	1	300,000	300,000
Educational CDs	40	5000	200,000
Books	200	10,000	2000,000
Computers	2	1,000,000	2,000,000
Generator	1	2,000,000	2,000,000
Solar Panel	2	1500,000	3,000,000
Horns speakers	2	150,000	300,000
Satellite Dish and Decoder	1	200,000	200,000
Stationeries			1,000,000
SUB-TOTAL			12,500,000
4. Construction of CKC			
Land Acquisition and Clearance			N/A
Architectural Drawing			1,000,000
Planning and laying Down the Foundation			2,600,000
Construction of walls			5,400,000
Roofing			33,160,000
Door and window fitting			15,000,000
Piping, wiring and Electrical Installation			10,000,000
Plastering			4,600,000
SUB-TOTAL			71,760,000
PROJECT GRAND TOTAL			97,685,000

Source: Researcher’s Own Construction, (2012)

Table 14: Actual Implemented Activities

Major Activities	Resource	Timing	Person Responsible/ Institution
Sensitization and Resource Mobilization Meetings <ul style="list-style-type: none"> • 6 sensitization Meetings with villagers • Resource Mobilization 	Transport Funds Stationeries	October 2012 to November 2012	MCED student
Community Capacity Building <ul style="list-style-type: none"> • 1 Training in sustainable livelihood • 1 training in land use plan • 1 training in primary health care 	Stationeries Facilitators Venue Community members Funds	February 2013 to March 2013	UCRT, Mbulu District Council and MCED student
Purchase of Training Material and Facilities <ul style="list-style-type: none"> • 42" LED TV Screen purchased • DVD Deck • Stationeries • Books • Educational CD 	Transport Fund		UCRT and MCED student
CKC Registration			MCED Student, WEC and DEO
CKC Construction <ul style="list-style-type: none"> • Land acquisition done • Site clearance 			
Monitoring and Evaluation <ul style="list-style-type: none"> • Track day to day implementation of project activities • Evaluate project impact 	Transport Experts Group members Funds		UCRT, MCED student and Mbulu District Council

Source: Researcher's Own Construction, 2013

4.3.3 Staffing Pattern

Implementation of the project did not intend to hire new staff the same staff employed by the host organisation will be implementing the project. UCRT hunter-gather project Coordinator and field officer will be responsible for management of the project from UCRT and Mbulu council extension and community development staff.

4.3.4 Project Implementation Budget

The project will utilize sum of Tshs 97,685,000 as its implementation budget. Table 13 gives explanation for that.

4.4 Project Implementation

Under this section, descriptions of the project actual implanted activities are given together with resources committed, time frame and responsible person or institution. The project was scheduled for a period of seven months with exemption of monitoring and evaluation activities which are continuous activities over the project life time. Table 14 give detailed explanations aforementioned.

4.4.1 Project Implementation Report

Implementation of project activities was mainly divided into three parts. The project scheduled for period of two years 2012 to 2013. During this period different activities were conducted. These include

4.4.2 Project Planning and Design

The project planning focused on resources on resources to be committed, time frame and responsible persons/institutions to enhance the project addressed specific

objectives. The planning process has been done in participatory manner in such a way that all project stakeholders were involved. At design stage of the project MCED student met with the UCRT leaders and group members for preparation of project action plan. After preparation of the final proposal the role of each stakeholder in the project was identified.

4.4.3 Sensitization and Resource Mobilization Meetings

MCED student conducted several meeting to sensitize villagers on the coming project of the Community Knowledge Centre. This was necessary to increase the awareness and demonstrate the rationale of having CKC in place. At the same time mobilization of resources locally available was also done. Community members collected stones, sands and participated in clearance of the construction site.

4.4.4 Capacity Building

Capacity building through training was done for selected members of the community with the support of UCRT. Training was done in sustainable livelihood, land use planning, primary health care, entrepreneurship and vocational skills. To date 90 community members have trained. It is expected that these training will positively impact on the local community members in attaining sustainable community development.

4.4.5 Training Materials and Facilities

Community Knowledge Centre cannot function effectively without having adequate training materials and facilities. The training material will be bought later after construction, currently white board and stationeries were facilitated by UCRT.

4.4.6 Construction of the Community Knowledge Centre

To the moment the construction of the CKC has not started. What has been done is identification of the site and clearance. A plot of land has been given by community and clearance of the construction site was done in voluntary basis. UCRT is doing the best to have a proposal for project available to donors. There is ongoing negotiation between UCRT and Dorobo Fund. Dorobo Fund is a funding organization for hunter gathers programme through UCRT.

CHAPTER FIVE

5.0 PARTICIPATORY MONITORING, EVALUATION AND SUSTAINABILITY

5.1 Introduction

This chapter explains monitoring, evaluation and sustainability of the project. Monitoring and evaluation of this project are done in participatory manner, that is, stakeholders have key role in managing and evaluating project activities and impact. Moreover, the chapter give the project sustainability plan ensure project existence even after withdrawal of other stakeholders' assistance.

5.2 Participatory Monitoring and Evaluation

5.2.1 Monitoring

Monitoring is regarded as the routine process of collecting and managing project data that provides feedback as pertains to the progress of a project (Mulwa, 2008). The process involves measuring, assessing, recording and analyzing the project information on continuous basis and communicating the same to those concerned. The process becomes participatory when each of the interested parties or stakeholders is actively involved at their own level of operation in collecting and interpreting such information to assist them in ongoing decision-making.

According to World Bank (2010), Participatory monitoring & evaluation (PM&E) is a process through which stakeholders at various levels engage in monitoring or evaluating a particular project, program or policy, share control over the contents, the process and the results of the monitoring and evaluation (M&E) activity and engage

in taking or identifying corrective actions. PM&E focuses on the active engagement of primary stakeholders.

Participatory Monitoring and Evaluation is one of many approaches to ensure that the implementation of the different projects within the action plan — or smaller individual projects — leads to the expected outcomes. As with all other monitoring and evaluation elements, the process for PM&E has to be prepared prior to project implementation (Philip *et al.* 2008).

The stakeholder groups typically involved in a participatory M&E activity include: the end users of project goods and services, including both men and women at the community level; intermediary organizations, including NGOs, CBOs; private sector businesses involved in the project; and government staff at all levels (Rietbergen-McCracken, and Narayan, 1998).

The essence of PM&E is to determine the entity's compliance with its strategic plan and operational plans. The objective is to improve the organization's responsiveness, efficiency and effectiveness by providing constant feedback to senior management and stakeholders on the service delivery progress to multiple stakeholders in a format appropriate for their respective needs. Therefore it is important for organizations to establish a performance management system (PMS) which is an iterative process of setting targets, monitoring performance against those targets, and taking steps to improve performance. PM&E's provide the main source of information for reporting actual versus planned performance.

Effective PM&E work also enhances accountability, because it allows management to monitor whether beneficiaries are receiving value for money services based on scarce resources spent.

5.2.2 Evaluation

Evaluation is the periodic assessment and review of the extent to which medium and long-term objectives of an activity or programme have been reached (Conick, 1995). A project that has evolved through participatory processes of identification, planning and management should of necessity be appraised in the same spirit (Mulwa, 2008). Local stakeholders should therefore maintain a key role throughout a project cycle. Evaluation is the process that generates the information that helps the entity to analyze the consequences, outcomes and results of its actions. Evaluation also provides regular feedback that helps organizations assess their relevance, scope and sustainability. In essence, evaluation entails the collection and analysis of information to assess the impact of a service delivery by addressing the question of whether or not the services made a difference to the beneficiaries' quality of life. It is usually aimed at establishing the worth or merit of a service, program, or an intervention such as a policy.

PM&E is thus the mechanism for service delivery monitoring and evaluation. PM&E Unit per se is in essence a support and advisory function to decision-makers:

- (i) Support the management of service delivery units to ensure compliance with its strategy, objectives and approach, both in terms of planned activities and financially;

- (ii) Improve the organization's responsiveness, efficiency and effectiveness by providing constant feedback from Administration and Political officials and other stakeholders, and;
- (iii) Provide the information needed for impact-oriented service delivery management via the collection, processing and provision of reliable and timely information on the service delivery progress to multiple stakeholders in a format appropriate for their respective needs.

5.3.2 Techniques for PM&E

Techniques and Tools for PM&E (Adapted from Cracken and Narayan, 1998), a participatory approach to *monitoring* and evaluation will usually make use of a number of techniques and tools, selected and combined to suit the objectives of the M&E work and the resources available. Many of the techniques associated with *Participatory Rural Appraisal (PRA)*, *Beneficiary Assessment (BA)*, and *SARAR* have been used in the context of *monitoring* or evaluation.

For this project Participatory Rural Appraisal are used, it's a visual methods and it analyze situations before and after, through the use of community mapping, problem ranking to check for changes after training deliver. Beneficiary Assessment will also be applied for conversational interviewing and focus group discussions on changes and impacts. Although PM&E only becomes relevant once a project is up and running (for example at regular intervals when results become available) it nevertheless has to be considered prior to project implementation that is already in the planning phase (Philip *et al*, 2008).

5.3.3 Monitoring Methodology

As explained earlier that monitoring of the project activities was done in participatory manner, all key stakeholders of the project participated. It was agreed that once every week a reflection meeting at each center is conducted to track the progress of the project. At the meeting stakeholders share progress, challenges and experiences.

5.3.4 Monitoring Tools

Monitoring tools used in this project include:

- (i) Site visits for physical observation of the project progress
- (ii) Roll call register book for community participation
- (iii) Minute book for meetings
- (iv) Receipt book
- (v) Key informants interview to know what their perceptions on the project
- (vi) Weekly, Monthly and Activity reports
- (vii) Time taken to complete the work versus the planned one.

5.2.5 Reflection Meetings

These meetings were regularly done once in every two week to share the progress and experiences. Different challenges facing the project were addressed in these meetings and solution though for the same respectively. These meetings were very useful in putting project activities in track by dealing with the challenge once arise.

5.2.6 Monitoring Indicators

The following monitoring indicators were considered;

- (i) Number of community members trained

- (ii) Registration process completed
- (iii) Number of reflection meetings conducted
- (iv) Facilities and materials purchased
- (v) Construction phase number

5.3.7 Management Information System (Monitoring and Evaluation Plan)

Project Management Information System (MIS) was designed to collect and provide feedback to community and technical personnel as well as host organization on project activities to enable project stakeholders to plan, monitor and evaluate the operations and performance of the project. Table 15 summarizes the project information.

5.4 Project sustainability

Mulwa (2008b), defines project sustainability as the continuity of a project until it attains its set objectives. Project sustainability of this project depends on number of factors. Among other things, a sustainability plan of this project is mainly based on creating farmers commitment and participation on project activities. Technical sustainability, financial sustainability, environmental sustainability and political sustainability are also considered.

The project has been designed to ensure sustainability of the project started from the initial stages of designing, implementation, monitoring and evaluation this project.

they will use the centre for their research and generate money for to run it.

Table 15: Monitoring Summary

Category of information	What to monitor	What record to keep	Who collect data	Who uses data	How to use information	What decision can be made
Work plan activities	Timing of activities Availability of resources and personnel	Monthly work plan Work schedule	MCED student Group leaders UCRT management team	Stakeholders MCED student	Ensure staff, committees and other resources are available and all works are done as scheduled. If not, reasons must be clear to all stakeholders	Reschedule or implementation must be done as planned
Reflection meetings	Attendance of members Community needs, views and suggestion during implementations Members' problems towards participating in the project	Meeting minutes	Village and CKC leaders Other stakeholders	UCRT MCED student stakeholders	To implement what the community has proposed To consider community suggestion on project implementation and apply the suggestion	Support their suggestion or re-discuss to find alternative
Community capacity building	Number of planned training conducted Type of training Training participants	Training reports List of trained beneficiaries Training needs	Training facilitator Village and CKC leaders UCRT Participants	UCRT Stakeholders	Use of knowledge and skill to run project activities Implement project goals and objectives and activities planned	Hand over the role of project activities to communities and trained community members
Community assessment	Knowledge, attitude and skill before and after the inception of the project Work performance of trained communities Benefit of the project and problem encountered	Number of intervention before and after project inception Number of newly self employed community members surrounding the project	MCED student Stakeholders Community	MCED student Stakeholders Community	To identify the impact of the project and people's perception on the project	Facilitate the communities to benefit more from the project and increase or change intervention technique in order to facilitate more project effect
Inputs supplied to the project	Training conducted, materials and facilities purchased	Number of training conducted and materials and facilities purchased and in use	MCED student UCRT	MCED student UCRT Village and CKC leaders Stakeholders	To understand the potentiality of having training and modern facilities for community capacity building	Abandon/Reduce or increase number of training, materials and facilities purchased.

Since the implementation of this project was under UCRT, the organization will fundraise from external sources for the project designing and implementation, monitoring and evaluation and further fundraising for three year bridging fund, it then suggested that for sustainability purposes UCRT will gradually hand over management and running of the project to Hadzabe Survival Council (a register Hadzabe NGOs) or Mbulu district council (community development department). Use the advantage of anthropologies who every year visited the same village for researching on hadzabe culture that

5.4.1 Community Sustainability

This project is a result of community needs assessment. Community members are aware that the project has to be self sustained to ensure them with attainment of the project main goal of improving the livelihood by providing alternative and best option livelihood. On recognizing this, members are effectively participating on day to day planning process, implementation of the planned activities and finally monitoring and follow up on the total outcome of the project performance and results. Effective participation assures beneficiaries' sense of ownership and thus their commitment which gives project sustainability.

5.4.2 Technical Sustainability

Training (skills transfer) in both facilities using (technology) and competencies has developed capacity towards handling some problems that might be arising during the implementation of the project more specifically when UCRT and other donors withdrawal from the project support. The community in addition has a defined leadership system and constitution to give guidance of the management of the CKC.

Even when the supporting organization, The MCED student and others leave, the group will continue with their activities. This is institutional strengthening and sustainability. CKC can also access technical expertise from Mbulu district council, and since the district council is a permanent government structure assurance is given that technical assistance to CKC is granted throughout the life of the council.

5.4.3 Financial Sustainability

The CKC is now aware that it can access fund from Mbulu district council via different development programmes. The capacity building given to leaders of the CKC has awaken their mind on tapping other financial assistance opportunities from different agencies like SIDO and many more through writing proposals that calls for donors' attention. Furthermore, upon completion of registration, the CKC will qualify for acquisition of grants facilities from charity and financial institutions without strict conditions and thus broaden her financial base. In so doing it can reduce financial dependence from donors and hence withstand financial sustainability.

5.4.4 Political Sustainability

The current government policies comply with the establishment of the CKC. In this regard, institutional framework is place and thus politicians will tend to advocate for that. Education and training policy 1997, community development policy 1996, agricultural and livestock policy 1997 and Small and Medium Enterprises of 2003 are in place that assures protection and legal and institutional arrangement for the Community Knowledge Centre.

5.3.5 Environmental Sustainability

Implementation of the CKC will enhance change of the Hadzabe traditional livelihood to a new one which is compatible with country policies and laws governing and safeguarding environment. Hadzabe change of livelihood will make possible for the generation, exploitation and replenishment of resources in such a way that ensures adequate resource- base to meet the needs of the present generation without compromising the survival of the future generations. In so doing the project maintains environmental sustainability.

5.3.6 Economic Sustainability

Management of the CKC through capacity building programs will be trained on how to develop management skills which will enable them to use the available resources efficiently and effectively, and learning opportunity on self-management. Above all, economic sustainability is intended to create local fund raising strategies to promote self reliant spirit and avoid over-dependency.

5.4 Conclusion

The essence of participatory monitoring and evaluation is vital in undertaking projects and programs to ensure the goals and objectives are met as in the initial planning otherwise with minor deviation. Without PM & E, the project implementation may end up with different outcomes.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATION

6.1 Introduction

This chapter gives the summary of whole document by highlighting major issues observed in each part of this project report. In this vein, concerns are clearly given and way forward suggested for maintaining or improving the situation.

6.2 Conclusions

It was generally observed from the survey on community needs assessment that community of hunter – gatherer of Hadzabe lack basic knowledge and skills of which they could utilize for sustainable livelihood. It was then decided that a Community Knowledge Centre be established. It was evident that accomplishing this main goal will assure them with significant change from their current way of living to a new one that is sustainable.

Community Knowledge Centre is established as an alternative means for livelihood as local community members will acquire knowledge, skills and competencies. UCRT have shown commitment to attain this goal. Mbulu district council has granted the availability of extension workers which will time to time engaged in facilitation of training to community members.

Sensitization and mobilization meetings have shown to be of the great importance. Attitude of the community members has positively changed to a big extent. This has been observed through commitment to participate in project activities. In this regard,

they have voluntarily provided land for construction of the CKC. They have also collected sand and stones that will be used in production of bricks. Registration of the CKC is still in progress as it awaits release of the CKC title deed. Accomplishment of the registration process will ensure CKC vulnerability to grants and supports from various donors should chances be available.

Trainings have already been made. Selected members of the community positively attended the trainings. Most of the community members attended the training have enjoyed the facilitation of those trainings. All key stakeholders are participating in monitoring and evaluation of the project. Monitoring and evaluation are done in participatory manner. The primary users themselves develop monitoring tools and records. Beneficiaries collect monitoring and evaluation data to draw meaning and trends and adjust project activities accordingly.

This project is likely to be sustainable both financially and institutionally. The UCRT and Mbulu district council have committed themselves to play their roles in enhancing establishment and operation of the CKC. To a large extent the project uses resources that are locally accessible in plenty. The UCRT is already embarking on a fund raising strategy. In addition to this, the group is finalizing registration of thus making possible to access financial assistance from agencies like SIDO and VETA.

6.3 Recommendations

Basing on experience and observation in course of participating in implementation of this project a general recommendation can be made, and that is, involvement of the

primary beneficiaries should always maintained as the success of this project largely depend on their participation and willingness to learn and change current attitude.

However the following are recommended based on findings and conclusions made above;

- (i) More sensitization and resource mobilization meetings are needed. This evident as Hadzabe are living in a very conservative traditional life which is difficult to change overnight.
- (ii) Close follow ups should done to ensure Community Knowledge Centre obtain title deed soon. Presence of the title deed will expose the CKC to readily available opportunities.
- (iii) Mbulu district council should start allocation of permanent extension workers of different professions so that when the CKC is fully functioning won't confront a challenge of having inadequate number of experts.
- (iv) UCRT should maintain technical and financial assistance to project as their involvement is guaranteeing successfulness of the project as it was pre-determined.

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APPENDICES

Appendix I: Observation Check List

- 1. Land Use:** Patterns of land use, economic activities conducted by community members and their effects on land degradation and eventually community livelihood.

- 2. Social Services:** Social services available in the area (quantity and type), human resources, quality of services, frequency of attendance on social services to check access and affordability. Distances from services, Means of reaching services.

- 3. General life style:** Check on how community members earn a living, leadership and participation in community development activities.

Appendix II: Focus Group Discussion Guide

1. Land Use: Is there a land use plan in the area? Did majority involved during the planning process? Are majority satisfied by the plan? Are members of the community aware with effects of poor land use plan? Does the community experience any conflicts results from land use?

2. Social Services: Availability of social services such as primary education, health and water. To what extent are majority accesses these services? What is the perception on qualities of these services? Do members of the community afford to pay for these services?

3. Knowledge on Community Development Issues: Does the community have knowledge on community development issues such as governance, land use, improved agricultural methods, environment conservation and primary health care? Are they effectively participating on development activities? Are they interested to know about these issues?

4. Challenges Facing Community: What are the main challenges facing the community? Among challenges mentioned what is the most challenge that confront the community? Are there any efforts in place to address them? Does the community need any assistance from outside to address challenges? What kind of assistance do they need?

Appendix III: Interview Guide: Semi-structured Questionnaire

This questionnaire aims to collect information that will help the establishment of the project purposely for addressing challenges confronting indigenous hunter gatherer and pastoralist societies of Domanga and Mongo wa Mono villages in Mbulu district of which UCRT and CT are the host organizations. The project report will be produced to satisfy academic requirements for the award of Masters of Community Economic Development (MCED) of Open University of Tanzania (OUT). The information provided will be used solely for that purpose. Kindly answer each question according to the guidance provided for each question.

PART A: RESPONDENT'S IMPORTANT PARTICULARS.

1. **AGE** (Put ✓ in the correct answer)
 - (a) 18 years and below
 - (b) 19 – 24 years
 - (c) 25 – 30 years
 - (d) 31 – 36 years
 - (e) 37 and above

2. **EDUCATION** (Put ✓ in the correct answer)
 - (a) Primary
 - (b) Secondary
 - (c) College/university
 - (d) Others(specify)
 - (e) Never attended school

3. **MARITAL STATUS** (Put ✓ in the correct answer)

- (a) Not married
- (b) married
- (c) widow
- (d) divorced

5. **OCCUPATION** (Put ✓ in the correct answer)

- (a) farmer
- (b) pastoralists
- (c) hunter
- (d) business
- (e) others.....(specify)

**PART TWO: SOCIAL SERVICES, KNOWLEDGE ON DEVELOPMENT
ISSUES AND CHALLENGES FACING INDIGENOUS HUNTER-
GATHERER AND PASTORALISTS**

6. What kind of social services are available in your area?

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7. In connection to your answer above, do you think that their quantity serve the population satisfactorily? YES/NO

8. Provide explanation for an answer you given to a question above

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9. Do you afford to pay for social services provision? YES/NO

10. Have you ever heard about good governance? YES/NO

11. To your understanding, do you think that good governance is practiced in your village? YES/NO

12. Have you attended a training/seminar or workshop on environmental conservation? YES/NO

13. What is your understanding on environmental conservation?

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14. Have you attended a training/seminar or workshop on improved agricultural methods? YES/NO

15. What is your understanding on improved agricultural methods/practices?

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16. Have you attended a training/seminar or workshop on primary health care?

YES/NO

17. What is your understanding on primary health care?

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18. What are the main challenges confronting the well being of the indigenous hunter-gatherer and pastoralist communities in your area?

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19. Do you have any opinions, comments or suggestion with regards to information you have provided?

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Thank You for Cooperation

Appendix IV: Community Mobilization at Domanga Village



Source: Researcher, (2012)

Community mobilization at Mongo wa Mono



Source: Researcher, (2013)

Capacity building training, at Domanga village



Source: Researcher, (2013)

Placing beacon to area allocated for CKC at Mongo wa Mono.



Source: Researcher, (2013)